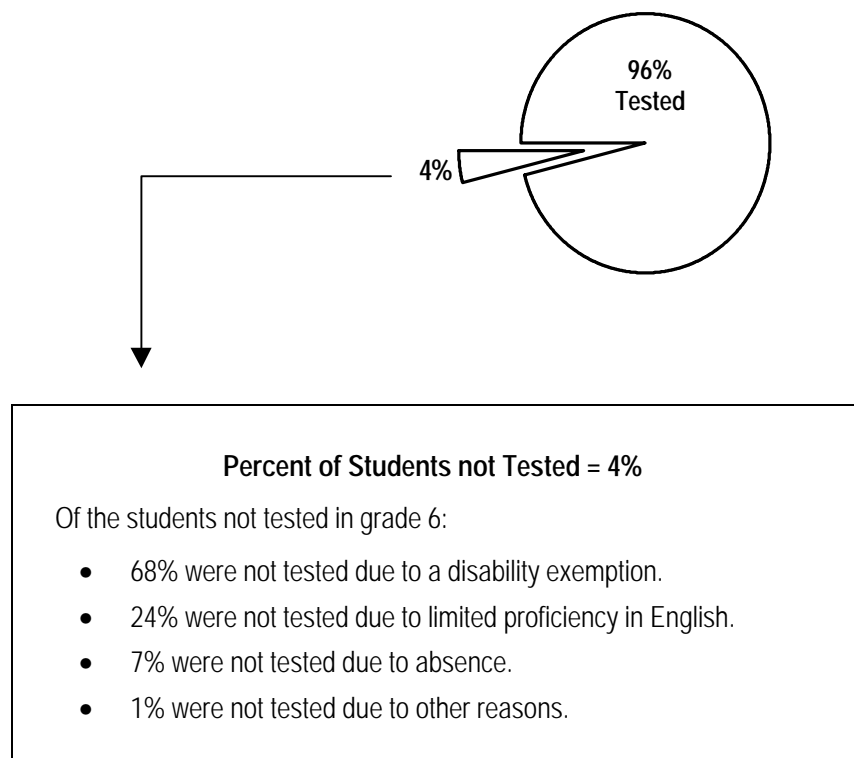


## Virginia's 1998 Performance on *Stanford 9* – Grade 6

### Students Not Tested

*Stanford 9* Intermediate 2 Form TA, Abbreviated was administered in Fall 1998 to 82,588 sixth-grade students in Virginia, or 96% of the students enrolled in grade 6 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 6.1 below.

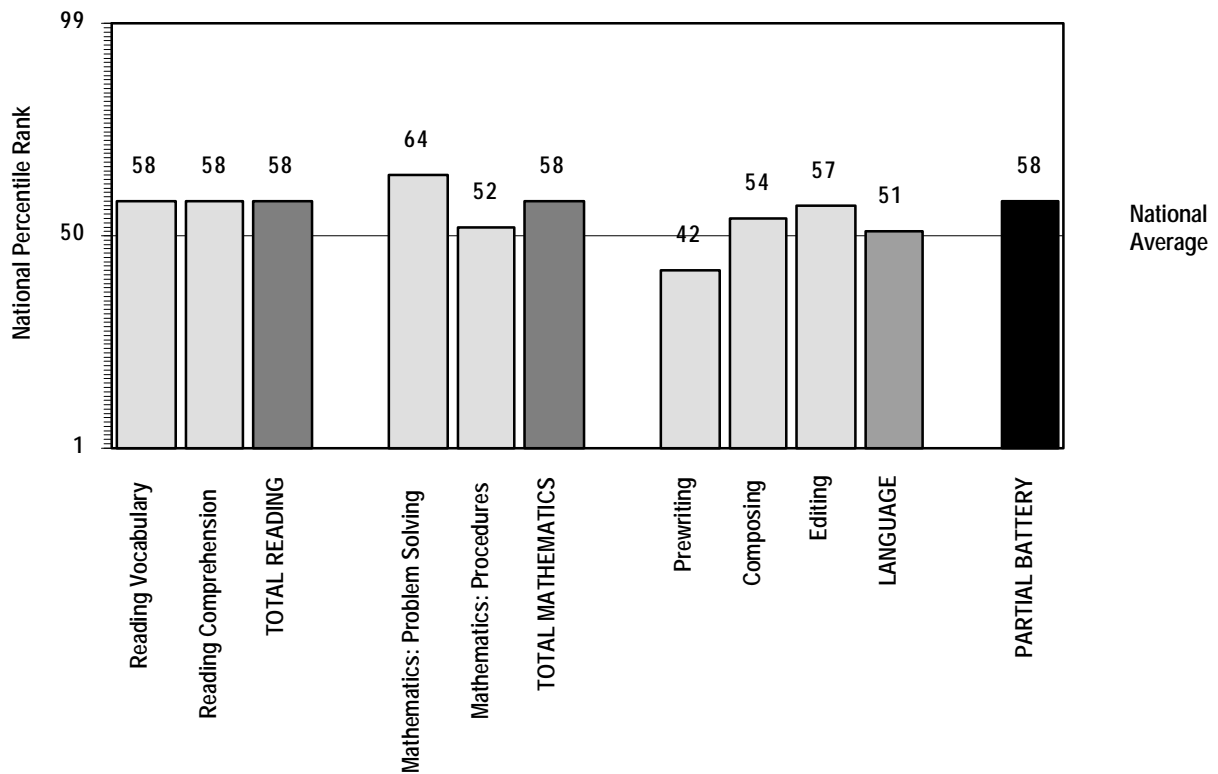
Figure 6.1 – *Stanford 9*, Fall 1998, Grade 6  
Reasons Students Not Tested



### Statewide Percentile Ranks

Figure 6.2 shows the statewide national percentile ranks for the Fall 1998 grade 6 administration of *Stanford 9* in VSAP. Student performance on the subtests in the areas of reading and mathematics was consistently above the 50th percentile, as was all but one of the language subtests. The partial battery score, which provides an indication of overall performance on the test, was at the 58th percentile for Virginia sixth-grade students. This means that the “average” Virginia sixth-grader did as well as or better than 58% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 6.2 – *Stanford 9*, Fall 1998, Grade 6  
Statewide National Percentile Ranks



## Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia sixth-graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

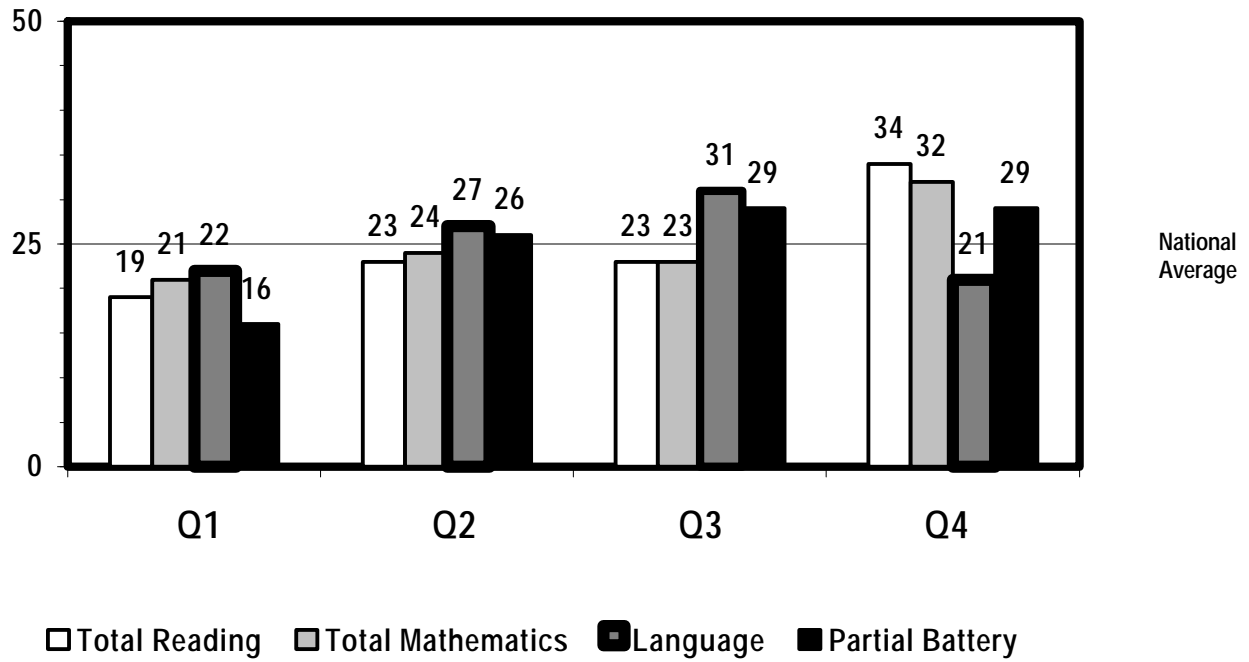
Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

Figure 6.3 on page 29 displays the performance on *Stanford 9* in terms of the percent of Virginia sixth-grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

- 1) Pertinent to the Total Reading score, Virginia's sixth-grade students were:
  - under-represented in the lowest quartile, Q1 (19% as opposed to the national norm group's 25%); and
  - over-represented in the top quartile, Q4 (34% as opposed to the norm group's 25%).
- 2) Related to the Total Mathematics score, Virginia's sixth-graders were:
  - under-represented in the lowest quartile (21% as opposed to the norm group's 25%); and
  - over-represented in the top quartile (32% as opposed to 25% of the norm group).
- 3) Related to the Language score, Virginia's sixth-grade students were:
  - under-represented in the lowest quartile (22% as opposed to the norm group's 25%); and
  - under-represented in the top quartile (21% as opposed to 25% of the norm group).
- 4) In regard to the Partial Battery score, or overall performance on *Stanford 9*, Virginia's sixth-graders were:
  - under-represented in the lowest quartile (16% as opposed to the national norm group's 25%); and
  - over-represented in the top quartile (29% as opposed to 25% of the norm group).

Figure 6.3 – *Stanford 9*, Fall 1998, Grade 6  
Percent of Virginia Students in Each National Quartile



## Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1998 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the sixth-grade answer documents.

- Gender

Table 6.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Sixth-grade females obtained higher average scores than grade 6 males in all areas except Mathematics: Problem Solving.

**Table 6.4 – *Stanford 9*, Fall 1998, Grade 6**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender**

Gender	Female		Male		Not identified	
Number Tested *	39,202		39,768		46	
Percentage of the Total **	47.5		48.2		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	60	676.5	55	670.2	49	663.7
Reading Comprehension	61	669.6	54	662.0	43	651.0
<b>TOTAL READING</b>	<b>61</b>	<b>671.9</b>	<b>55</b>	<b>665.2</b>	<b>49</b>	<b>659.2</b>
Mathematics: Problem Solving	64	662.6	64	662.3	45	642.3
Mathematics: Procedures	54	661.2	49	656.0	40	644.8
<b>TOTAL MATHEMATICS</b>	<b>59</b>	<b>660.8</b>	<b>57</b>	<b>658.6</b>	<b>43</b>	<b>644.2</b>
Prewriting	45	624.8	39	618.0	36	613.2
Composing	58	639.7	49	629.9	56	637.6
Editing	63	639.7	51	626.2	50	625.7
<b>LANGUAGE</b>	<b>57</b>	<b>635.2</b>	<b>46</b>	<b>624.2</b>	<b>42</b>	<b>617.6</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>60</b>	<b>N/A</b>	<b>55</b>	<b>N/A</b>	<b>48</b>	<b>N/A</b>

### NOTES:

\* Overall, 82,588 students were tested in grade 6 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,588 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Ethnicity**

Table 6.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders and in 10 of 11 areas for White students. American Indian/Alaskan Native students scored at or above the national average in seven areas. Virginia's Hispanic students were below the national average (50th percentile) in six of the eleven areas, and the percentile rank for Black students was below the national average (50th percentile) in all areas.

**Table 6.5 – *Stanford 9*, Fall 1998, Grade 6**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity**

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *		605		2,747		20,079		2,557		50,275		2,753	
Percentage of the Total **		<1		3.3		24.3		3.1		60.9		3.3	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		53	668.0	62	678.5	40	653.3	49	664.0	65	681.4	57	672.9
Reading Comprehension		51	659.4	69	678.4	36	642.5	51	659.0	66	674.8	57	665.7
<b>TOTAL READING</b>		<b>52</b>	<b>662.2</b>	<b>67</b>	<b>677.9</b>	<b>36</b>	<b>646.9</b>	<b>50</b>	<b>660.7</b>	<b>66</b>	<b>676.9</b>	<b>58</b>	<b>668.3</b>
Mathematics: Problem Solving		57	655.1	81	683.2	40	637.5	58	655.6	73	671.8	62	659.6
Mathematics: Procedures		44	649.8	73	685.5	34	637.9	46	652.2	58	666.0	50	656.2
<b>TOTAL MATHEMATICS</b>		<b>50</b>	<b>651.9</b>	<b>79</b>	<b>683.3</b>	<b>36</b>	<b>637.0</b>	<b>52</b>	<b>653.0</b>	<b>66</b>	<b>668.0</b>	<b>56</b>	<b>657.3</b>
Prewriting		39	617.6	52	633.4	32	608.9	39	617.8	46	626.1	41	620.2
Composing		47	627.6	61	643.0	41	620.5	48	628.9	59	640.5	52	633.0
Editing		50	624.8	72	650.2	40	614.4	49	623.8	64	640.0	55	630.7
<b>LANGUAGE</b>		<b>44</b>	<b>622.6</b>	<b>65</b>	<b>643.8</b>	<b>35</b>	<b>613.3</b>	<b>44</b>	<b>622.4</b>	<b>58</b>	<b>636.0</b>	<b>49</b>	<b>627.7</b>
<b>PARTIAL (Basic) BATTERY</b>		<b>51</b>	<b>N/A</b>	<b>71</b>	<b>N/A</b>	<b>38</b>	<b>N/A</b>	<b>51</b>	<b>N/A</b>	<b>65</b>	<b>N/A</b>	<b>57</b>	<b>N/A</b>

**NOTES:**

\* **Overall**, 82,588 students were tested in grade 6 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,588 tested.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

- Students with Limited English Proficiency

Table 6.6 provides the following data for grade 6 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 6.6 – *Stanford 9*, Fall 1998, Grade 6  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for  
Students with Limited English Proficiency (LEP)**

Number Tested *	244	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	27	638.8
Reading Comprehension	29	634.4
<b>TOTAL READING</b>	<b>27</b>	<b>636.7</b>
Mathematics: Problem Solving	43	641.9
Mathematics: Procedures	41	646.2
<b>TOTAL MATHEMATICS</b>	<b>41</b>	<b>642.9</b>
Prewriting	29	603.9
Composing	36	614.5
Editing	34	608.6
<b>LANGUAGE</b>	<b>30</b>	<b>608.1</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>38</b>	<b>N/A</b>

**NOTES:**

\* Since test results of students testing with non-standard accommodations have been excluded from all summary data (including the subgroup summaries), the number tested shown above does not necessarily include *all* LEP students.

\*\* The percentage indicated is based upon the total of 82,588 LEP and non-LEP students who took the test.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 6 performance

- Students with Disabilities

Table 6.7 provides the following data for grade 6 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 6.7 – Stanford 9, Fall 1998, Grade 6**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability**

<div>MR = Mental Retardation (both TMR and EMR) SPD = Severe and Profound Disabilities MD = Multiple Disabilities</div>												<div>OI = Orthopedic Impairment VI = Visual Impairment HI = Hearing Impairment</div>											
Description Number Tested	MR		SPD		MD		OI		VI		HI												
	55		2		73		13		226		51												
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS											
Reading Vocabulary	8	605.2	*	*	36	648.7	40	655.5	58	674.4	18	626.7											
Reading Comprehension	7	596.4	*	*	30	635.4	36	643.6	62	670.3	17	615.1											
TOTAL READING	7	603.2	*	*	31	641.8	37	647.4	61	671.8	17	622.8											
Mathematics: Problem Solving	6	586.9	*	*	35	633.4	33	628.9	63	660.7	35	634.8											
Mathematics: Procedures	7	587.8	*	*	27	628.0	30	633.7	51	657.6	29	631.2											
TOTAL MATHEMATICS	5	587.5	*	*	30	631.0	30	630.7	57	658.6	30	632.8											
Prewriting	7	561.3	*	*	26	601.0	29	604.8	40	619.3	17	584.8											
Composing	8	567.5	*	*	33	610.7	35	614.0	51	632.0	25	600.3											
Editing	8	562.6	*	*	32	606.1	42	614.8	54	629.6	26	597.5											
LANGUAGE	4	561.2	*	*	27	605.0	34	612.2	49	626.7	19	594.0											
PARTIAL (Basic) BATTERY	7	N/A	*	N/A	32	N/A	36	N/A	58	N/A	25	N/A											

<div>LD = Learning Disability SED = Serious Emotional Disturbance SLI = Speech or Language Impairment</div>												<div>OHI = Other Health Impairment PD = Physical Disability DB = Deafness and Blindness</div>											
Description Number Tested	LD		SED		SLI		OHI		PD		DB												
	3,748		511		540		392		16		2												
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS											
Reading Vocabulary	25	636.0	29	641.2	49	663.9	26	637.1	52	665.9	*	*											
Reading Comprehension	23	626.7	24	628.5	54	661.3	22	624.9	28	630.1	*	*											
TOTAL READING	23	631.7	26	634.3	53	663.2	23	631.1	44	654.1	*	*											
Mathematics: Problem Solving	29	626.9	26	622.9	62	660.1	23	619.0	26	622.3	*	*											
Mathematics: Procedures	21	619.8	17	612.5	51	658.3	15	608.4	19	616.9	*	*											
TOTAL MATHEMATICS	24	623.7	20	618.7	57	658.0	17	614.6	26	625.3	*	*											
Prewriting	21	592.3	20	590.3	39	616.9	19	589.4	33	609.1	*	*											
Composing	25	600.6	23	597.8	48	628.1	23	597.1	31	608.1	*	*											
Editing	20	589.2	21	591.3	50	624.6	20	589.4	54	630.2	*	*											
LANGUAGE	17	592.2	17	590.8	44	622.1	16	590.6	30	606.5	*	*											
PARTIAL (Basic) BATTERY	25	N/A	24	N/A	54	N/A	21	N/A	46	N/A	*	N/A											



Grade 6 performance

(Table 6.7, continued)

**A** = Autism

**TBI** = Traumatic Brain Injury

**504** = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973

**DD** = Developmentally Delayed

Description Number Tested	<b>A</b>		<b>TBI</b>		<b>504</b>		<b>DD</b>	
	<b>16</b>		<b>2</b>		<b>303</b>		<b>0</b>	
	<b>PR</b>	<b>SS</b>	<b>PR</b>	<b>SS</b>	<b>PR</b>	<b>SS</b>	<b>PR</b>	<b>SS</b>
Reading Vocabulary	39	654.8	*	*	53	668.3	-	-
Reading Comprehension	48	655.4	*	*	46	653.5	-	-
<b>TOTAL READING</b>	<b>44</b>	<b>653.3</b>	*	*	<b>49</b>	<b>659.1</b>	-	-
Mathematics: Problem Solving	49	647.7	*	*	55	653.3	-	-
Mathematics: Procedures	51	657.3	*	*	36	640.8	-	-
<b>TOTAL MATHEMATICS</b>	<b>49</b>	<b>650.3</b>	*	*	<b>45</b>	<b>646.8</b>	-	-
Prewriting	44	623.3	*	*	34	611.5	-	-
Composing	55	636.8	*	*	45	625.6	-	-
Editing	48	624.1	*	*	44	618.8	-	-
<b>LANGUAGE</b>	<b>50</b>	<b>629.5</b>	*	*	<b>39</b>	<b>618.0</b>	-	-
<b>PARTIAL (Basic) BATTERY</b>	<b>53</b>	<b>N/A</b>	*	<b>N/A</b>	<b>47</b>	<b>N/A</b>	-	<b>N/A</b>

**NOTES:**

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.